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ABSTRACT

A conceptual model for an individualized training program for school administrators integrates processes, characteristics, and tasks through theory training and application. Based on an application of contingency theory, it provides a system matching up administrative candidates' needs in three areas (administrative process, administrative characteristics, and administrative tasks) based on the individual's knowledge, skills, and self-awareness. The model identifies 8 task areas, 12 behavioral skill areas, and 13 theories while providing a framework for interrelating theory, training, and practice. It provides a method for analyzing and selecting those elements useful in training school administrators for specific circumstances or tasks. The paper includes two figurative representations of the model with a table cross referencing administrative skills and theories. A 39-page appendix lists references to specific research findings on administrative skills areas. (MD)

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Administrator Training and Development: Conceptual Model

by

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M. Carol Allen

Presented is a conceptual model for a training program for school administrators which integrates administrative processes, administrator characteristics or traits and administrative tasks through theory, training and application. It is a model which allows for individualized program designs. School administrators need to be effectively evaluated and provided staff development to enhance personal skills. The model provides a systematic and theoretically based system for fostering such personal and professional growths. Consequently, the model provides framework for improving administrator performance in the promotion of the success of the individual and the organization.

A framework for accomplishing this objective can be found in Sergiovanni's discussion of contingency theory (1980). Contingency theory is a general framework for analyzing and selecting from an array of existing theories those elements which are useful for a given circumstance. According to Sergiovanni,

> Those who have developed contingency theory have rejected the idea that any one model of organization and administration is superior to others in all situations...Instead, according to contingency theory, appropriate organizational and administrative processes and choices are contingent upon the particular character or nature of the organization itself, the environment of the organization at that particular moment, and the specific task or tasks the organization seeks to accomplish at a given time.

An application of contingency theory to administor training programs seems appropriate when considering multidimensional components. This is the nature of the Contingency Framework for Administrator Development Model presented - CFAD.

A successful training program for school administrators must carefully blend the three dimensions - processes, characteristics, and tasks - into a balanced delivery system that provides the administrative candidate with ultimate effectiveness in all areas. The model presented illustrates these three essential dimensions - administrative processes, administrator characteristics and administrative tasks - in concentric circles (see figure 1) for the purpose of allowing match-ups of any components included in the three dimensions. Once the match-ups are identified, appropriate theory, training and application are integrated. Theory is introduced as it relates to the administrator characteristic desired and activity undertaken and application occurs through various activities designed to integrate characteristics or behaviors and practice. The degree to which a student becomes involved in the various components depends on each individual student's knowledge, skills and self-awareness.

The basis for the administrative task areas was McCleary (1971), Southern States Cooperative Program in Educational Administration (1955), Rosenburg (1973) and Stansberry (1976). The eight areas identified were:

1. Instruction and Curriculum Development -- the assessment, development, implementation and evaluation of the total educational program of the school.

2. Pupil Personnel -- The management of attendance, guidance and counseling, discipline and health services for the total student population of the school.
3. School-Community Relations -- The establishment and maintenance of effective communications among the school and all of its internal and external audiences.
4. Staff Personnel -- The management of all activities related to recruitment, selection, assignment, development and termination of all certified and non-certified employees in the school.
5. School Plant -- The management of an efficient program of operation and maintenance of the physical plant based on determined needs and available resources.
6. School Auxiliary Services -- The management of safe and effective transportation and food service programs.
7. Organization and Structure -- The coordination of planning and scheduling for the purpose of complying with regulations which include local board policies and state and federal guidelines and legislation.
8. School Finance and Business Management -- The administration of all budgeting and accounting procedures for the total school.

The administrator characteristics were based on the twelve behaviors and skills developed through NAASP's Assessment Center (1978). These twelve behavioral skills provide the basis for determining the personal characteristics that are important to successful administrators and are as follows:

1. Problem Analysis -- Ability to seek out relevant data and and analyze complex information to determine the important elements of a problem situation.
2. Judgment -- Ability to reach logical conclusions and make high quality decisions based on available information.
3. Decisiveness -- Ability to recognize when a decision is required and to act quickly.
4. Leadership -- Ability to get others involved in a task, to recognize when a group requires direction, and to effectively guide the group in its accomplishment of a task.
5. Sensitivity -- Ability to perceive the needs, concerns and personal problems of others.
6. Stress Tolerance -- Ability to perform under pressure and during opposition; to think on one's feet.
7. Oral Communication -- Ability to make clear oral presentation of facts or ideas.
8. Written Communication -- Ability to express ideas clearly in writing; to write appropriately for different audiences.
9. Range of Interests -- Ability to discuss a variety of subjects and desire to actively participate in various events.
10. Personal Motivation -- Ability to be self-policing; need to achieve in all activities attempted; evidence that work is important to personal satisfaction.
11. Educational Values -- Ability to formulate a well-reasoned educational philosophy; receptiveness to new ideas and change.
12. Organizational -- Ability to plan, schedule, and control the work of others.

The administration processes are based on the various theories of administration. Thirteen theories have been identified which can be incorporated into the CFAD model. These are listed below:

Theoretical Components of CFAD Model

1. Leadership
2. Communication
3. Contingency
4. Organizational
5. Decision-Making
6. Role Analysis
7. Motivation
8. Climate
9. Social Systems
10. Political Systems
11. Values
12. General Systems
13. Group Analysis

In summary, specific research findings or elements of each theory were identified which would facilitate the development of the previous mentioned administrative skills (see Table 1). All research findings are then cross-referenced back to skill development and task under consideration. The intent of the model is to generate multiple activities that allow students to demonstrate personal characteristics while engaged in a process to complete a particular objective in a given task area. An example (see figure 2) of a match-up is illustrated below:

ACTIVITY: Design and implement a process for developing social studies goals for one of the following buildings: (a) K - 5 grades; (b) 6 - 8 grades; (c) 9 - 12 grades.

Process Element (Theory)	NAASP Characteristic (Training)	Task Area (Practice)
Leadership Theory Group Analysis Theory	Sensitivity	Curriculum and Instruction

The research findings from leadership theory and group analysis theory specific to the sensitivity characteristic are identified

and linked back to practice. Consequently, the model provides the necessary framework to reflect the interrelationship of theory, training and practice.

Prior to student involvement in the Model, self assessment data should be gathered that indicates a student's awareness of personal characteristics, experiences, administrative process, and knowledge of administrative task areas. This data can be used to predict the areas of concentration a student will need in order to be broad based in educational administration and allow for the design of an individualized program for the student. Post assessment instruments will indicate changes in knowledge of task areas, expertise in demonstrating administrative processes, and strengths and weaknesses in personal characteristics.

Throughout the training program, the degree of concentration in all of the components of the three dimensions is dependent upon the student's perceived and demonstrated strengths in any given component. Self-assessment and instructor/supervisor assessment jointly indicate such strengths.

In conclusion, it provides a method for analyzing and selecting from an array of existing theories those elements which are useful for the training and development of school administrators for specific circumstances or task areas. School administrators need to be effectively evaluated and provided staff development to enhance personal skills. The CFAD model provides a systematic and theoretically based system for fostering such personnel and professional growths. The model provides the necessary framework for improving administrator performance in the promotion of the success of the individual, school and organization.

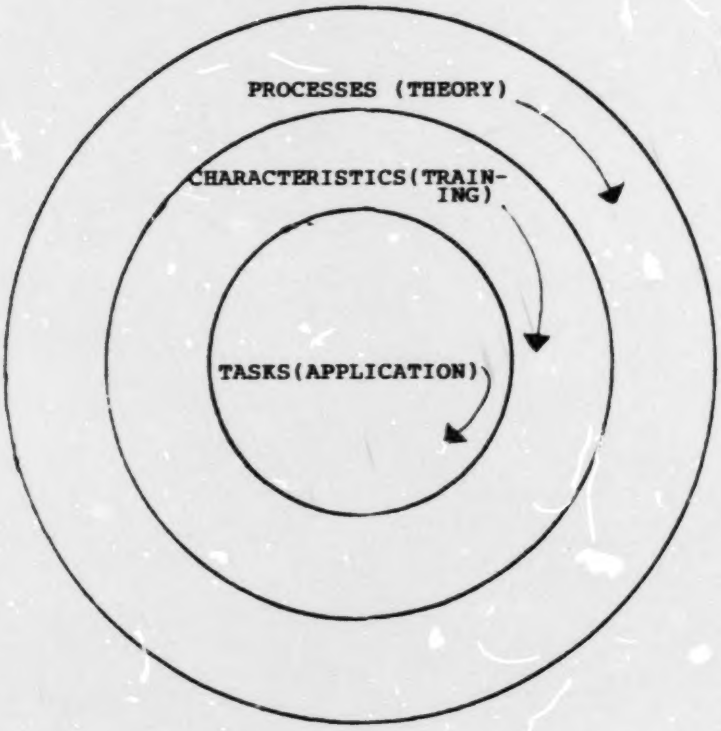

FIGURE 1. CFAD MODEL

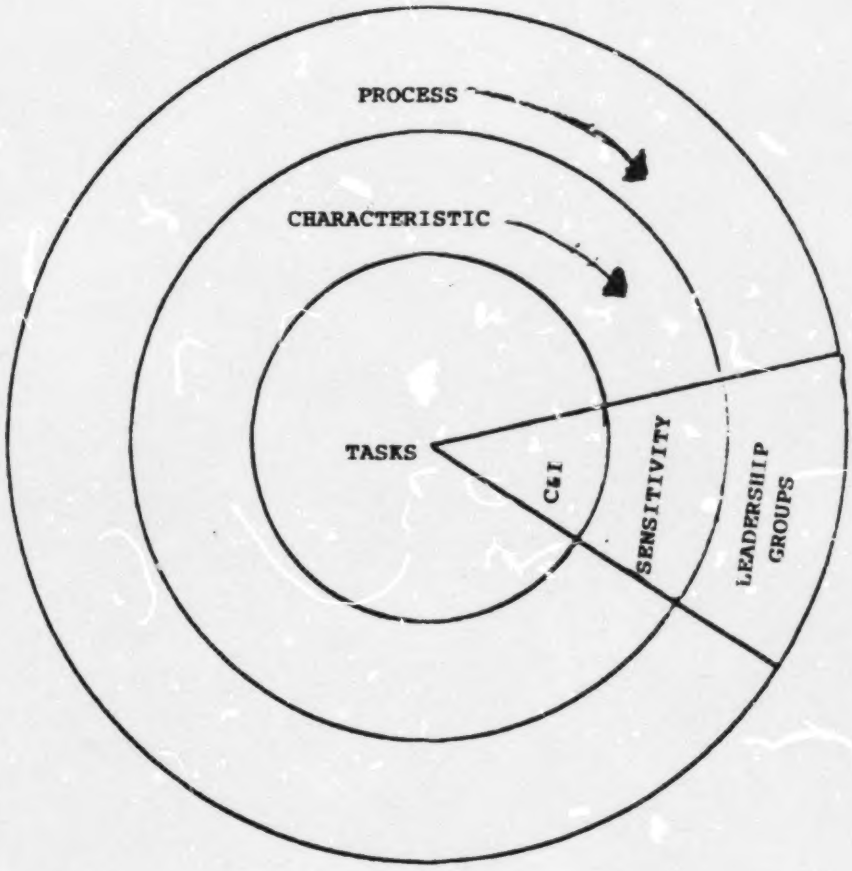

FIGURE 2. Combination of Administrative component within the three dimensions of the Model.

Table 1: Cross-reference between Administrative Skills and Administrative Theories

Theory	SKILLS: Leadership	Organizational Ability	Sensitivity	Decisiveness	Oral Communication	Personal Motivation	Problem Analysis	Judgment	Written Communication	Educational Values	Stress Tolerance	Range of Interest
Leadership	16	8	5	4	5	5						
Communication	6	5	5	4	10				10			
Contingency Theory	9	8		4			4	6		4		
Organizational Ability	13	16		4			4		5			
Decision-making	4			9			13	14				
Role Analysis	13	6	9			4						
Motivation	15		14		9	5						
Climate	9	6	11		5							
Social Systems	6	6	11									6
Political Systems	6	8				6					9	
Values Theory			10			7		6		16		
General Systems Analysis	5	12					6					
Group Analysis	8		9		5							

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APPENDIX

A

Administrator Training and Development

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Cross-Referencing of Specific research findings and references to Administrative Skill areas

GENERAL SYSTEM ANALYSIS

1. Organizational Ability

- Three Approaches or Alternative Planning Strategies to Formal Systems Analysis (MSA, TSA, & CSA) (p. 298-301, Sergiovanni).

- Open and Close Climate (Halpin and Croft).

- Planning is essential to systems analysis (Miller).

- The process of selecting and codifying the relevant bureaucratic expectations for a given position mitigates potential conflicts and pressures arising from a role incumbent's other affiliations, both within and outside the organization (Theorist-Abbott/Miskel and Carter, p. 62).

- D. Miller - Systems Approach Model

- Robbins - Normative view of planning includes setting of optimum objectives, gearing decisions to maximizing organizational performance, using quantitative techniques to make quality decisions, making socially responsible decisions, and developing strategies in response to forecasts and needs.

- James March has described decision-making without a rational planning model as the "garbage can" type of decision-making.

- The planner must diagnose the planning needs of the organization to discover how to improve decisions of management. ("Strategies for Planning"). Bernard Taylor in Long Range Planning.

- The stage of the organization in its life-cycle determines the required type of planning. Bernard Taylor uses large mature companies, quickly growing companies searching for a new philosophy as examples of organizations that have different planning needs.

- Classical organizational thought also called administrative management theory (p. 3, Hoy).

- Five Administrative Functions of Fayol: to plan, organize, command, coordinate, and control. Gulick's POSDCoRB (p. 3, Hoy).

- Halpin & Croft, Organizational Climate

- Griffiths, subsystem, system, and suprasystem

2. Problem Analysis

- "The assessment and justification of needs in terms of validity criteria leads to the structuring of new and/or redefinition of existing goals" (Miller).

- Management Systems Approach (MSA), Cooperative Systems Approach(CSA), Technical Systems Approach (TSA) - (Sergiovanni).

- Miller - A systems approach to planning involves a problem-solving approach: developing an awareness of a need for change, establishing goals, identifying problems, selecting alternatives, implementing, evaluating.

- The problem solving model (fig. 15-2 Sergiovanni) would encourage thoughtful problem analysis.

3. Leadership

- Managerial Grid - (Blake and Mouton) 3-D Leadership Theory - (Reddin) Normative Contingency Theory - (Vroom- Yetton).

- Sergiovanni - Administrators channel human and material resources toward organizational goals. Evaluation of progress toward goals is a key aspect.

- Because of the need for planning, some educational administrators feel that they will be more disciplined in looking systematically at present efforts, goal priorities and allocation of resources. Some feel this is a change in the instructional role of the administrator (Sergiovanni).

- Henri Foyol listed planning (to study the future and arrange the plan of operations) as the first of the five functions of administrative behavior (Miskel).

- Luther Gulick also listed planning first in "POSDCORB" the acronym for seven administrative procedures (Miskel).

- Be familiar with and promote the use of the Hawthorne studies (p. 7, Hoy).
  - Work improves when attention and feedback are given to employees.
  - Informal group activity can affect group performance.

- Bertalanffy, Model of Communication (subsystems and multiple causation)

- Berrien, General Systems Theory

- Getzel & Guba Model

DECISION MAKING

1. Judgment

- Decision Process Flow Chart (Vroom-Yetton).
- Rational Decision Theory (Sergiovanni)
- Newell- Complete rationality in decision-making is impossible. Administrators must choose the best of satisfactory alternatives.
- Use of the four forces which influence decision making. Study of rational theory would be helpful (Sergiovanni)
- Judgement is the important determiner of effective educational decision-making (Theorist-Sergiovanni and Carter, p. 322).
- Chris Argyris in Theory in Practice: Increasing Professional Effectiveness states that executives give an "epoused theory" but use a "theory - in use". These may or may not coincide.
- Alan Rowe emphasized the importance of personal preference in decision-making. ("The Myth of the Rational Decision Maker").
- Dwayne Huebner classifies value systems as technical, political, scientific, aesthetic and ethical. School executives operate under their own value system.
- Hoy & Miskel Decision-Making - Assumption #3. Complete rationality in decision-making is virtually impossible; therefore, administrators seek to sacrifice because they do not have the knowledge, ability or capacity to maximize the decision-making process.
- March & Simon - Rational behavior is limited by cognitive and affective traits of man.
- Sergiovanni - Judgement is the important determiner of effective educational decision-making.
- This is a conceptual skill as described by Katz.
- While the decision is usually based on personal preference, the analysis is usually a rational process (p. 10, Sergiovanni).
- Use the Eupsychian Management as a model that was proposed by Maslow (p. 50-53, Sergiovanni).

- Theories concerning the nature of man can help an administrator focus on his philosophy of education. Example: McGregor's Theory X/Theory Y (p. 47, Sergiovanni).

- The criteria used to judge the decision should be consistent with the organization's mission (p. 272, Hoy). In other words, know the "boundary conditions" of the decision.

- Griffiths, decision-making.

2. Problem Analysis

- Analytical Planning - (Kaufman).

- McGregor's Theory X.

- Newell - In decision-making theory, the first step is to recognize and define the problem, then analyze the difficulties in the existing situation, establish criteria for resolving difficutlties, develop a plan of action, and initiate the plan.

- The four step, short version of decision making is useful here: 1) define the problem, 2) list alternatives, 3) predict consequences of the alternatives and 4) make the choice.

- Effective decision-makers:
  A. do much preliminary work
  B. seek more information
  C. differentiate between fact and opinion (Columbia Study, 1962).

- Edwin Bridges sets up a process which is useful in defining the problem. His decision-making action cycle and the zone of acceptance concept is useful in problem analysis.

- John Dewey advocated a scientific method of solving problems based on the concept of rationality. All choices are identified, evaluated and prioritized before a decision is made.

- James March and Herbert Simon believe that rational decision-making models are rarely used because of time constraints. Satisfactory strategies and workable solutions are usually settled for.

- Thomas Sergiovanni points out the forces that affect educational decision-making (within the administrator, in the human system, in the organization, and in the environment).

- Hoy & Miskel - Assumption #1.
  - Five events in decision making process.

- Gastil (Sergiovanni)
  - Five steps in decision making process.

- Use the rational decision-making model within the time constraints (p. 269-270, Hoy).

- Recognize and define the problem or issue--Beneficial to the administrator is an understanding of the cyclical nature of decision-making (p. 269, Sergiovanni).

- Rational decision-making models usually follow the following pattern: (1) define problem, (2) specific all alternative solutions, (3) anticipate the outcome of each solution, and (4) weigh the outcomes from best to worst (p. 9, Sergiovanni).

- Newman, analytical planning stage.

3. Decisiveness

- Laten Conflict - (Pondy).

- Conflict State - (Thomas).

- Successive Limited Comparison - (Lindblom).

- Concept of Zone Acceptance (Bridges)

- Litchfield - Decision-making process is essential to all administrative task areas. Administration is a series of cyclical decision-making processes.

- In any complex decision where personal or behavior factors apply, the individuals preference will dominate the results (Rowe-Preference Theory-Sergiovanni and Carter, p. 10).

- March and others pointed out the limits of rational decision-making in an educational environment. Understanding this frees the administrator from the need to always feel the need for a long drawn out procedure and allows them to act quickly when needed.

- More effective leaders prepared for decision-making and did most of the work in the process. (John K. Hemphill, "Personal Variables and Administrative Styles").

- If subordinates have a high personal stake in the decision, they desire participation. (Zone of Acceptance - Bridges)

- Gastil - four dimensions/educational decisions: utility, justice, transcendence and ethical limits.

- E. Bridges - zone of acceptance: test of relevance & test of expertise.

- Thomas, Process Model of Conflict Episodes.

- Lindblom, Theoritical and Intuitive Approaches to Decision-Making.

- Pondy, Latent Conflict.

4. Leadership

- Use of technical, human and conceptual skills (Sergiovanni)

- More effective leaders use group rather than person to person methods of supervision and decision- making (University of Michigan Research Group-Hoy and Miskel, p. 234).

- Human skill (Katz, p. 273 of Sergiovanni).

- Participation - the key to improved decision-making, control satisfaction and morale (p. 223, Sergiovanni).

- The democratic leadership theory of Alfred Adler states that management of any group should be done with member participation in decision-making. It emphasizes the ability of people to accept the rules and regulations if they have been part of formulating them.

- Be aware of the new "breed of teacher." Those who feel the need to contribute to the decision-making process should be afforded opportunity (p. 31, Sergiovanni)

POLITICAL SYSTEMS

1. Stress Tolerance

- James March views schools as dealing with the concerns of coalitions. The demands of these coalitions are sometimes contradictory and bring pressure on the organization and its administrators.

- Louis R. Pondy identifies five stages to a conflict episode (latent, perceived, felt, manifest and aftermath). The felt stage is very personal and is translated into feelings of hatred, jealousy, withdrawal, anxiety, self-pity and rivalry.

- Victor Baldridge believes there are five assumptions about conflict, interest groups and the decision process. Included in his components is the concept that decisions must be negotiated compromises.

- The "Organizations as Political Coalitions" theory emphazises the importance of instructional constraints on the solution of coalition problems. (March)

-"The organization is fragmented into many power blocs and interest groups..." (Baldridge).

- Cuban - 3 superintendent roles.

- Pondy - 3 types of conflict internal to the organization.

- Sergiovanni & Wirt - turbulent fields.

- V. Baldridge - 5 assumptions on conflict.

- Organizational Internal Politics - (Victor Baldridge).

- Community Pressures - (Carver and Crowe).

- Political broker view of administrators expressed by James March. The administrator is not living in a vacuum making decisions alone which all others will follow.

- Mostly external but also internal coalitions form and influence the organization in its decision-making (p. 235, Sergiovanni).

- Carver & Crowe, Community Power Structure.

- Baldridge, Organizational Internal Politics.

2. Organizational Ability

- Graham Allison's Organizational Process Model

- Political Model - In explaining events using Allison's discussion of the political model, one assumes that events occur as a result of diverse groups, each bargaining to improve its own position.

- The Rational Model (Graham Allison).

- Organizations are viewed as political coalitions and administrators as political brokers...the form, shape, goals, mission and structure of an organization are negotiated (Research-James March/Sergiovanni and Carter, p. 232).

- Conflict Episodes (Pondy).

3. Personal Motivation

- Pondy's Definition of Organizational Conflict.

- It is the motivation that people bring into the decision-making process which determines whether they are exhibiting political behavior (Sergiovanni and Carver).

- Hoy and Miskel - Though many people influence the decision-making process in schools (exercise power) it is their motivation which determines political behavior. When individuals act to enhance their own position, behavior is political.

- Stephen Robbins defined some political behavior as "self-serving" when individuals behave to enhance their own position, regardless of costs to the organization or to others.

- Louis Pondy's concept of Organizational Patriotism manages political behavior. If group members match the organization's goals sense of mission, philosphy, and image, they are more likely to have commitment and loyalty.

- If Theory Y assumptions are part of the organization's management program, the less probable self-serving political behavior will be displayed. Thomas J. Sergiovanni.

4. Leadership

- Allison, Political Model - Events occur as a result of diverse groups bargaining to improve their own positions. Leaders of organizations are players in a highly competitive game.

- When an organization is fragmented into many power blocs and groups (Baldridge), administrators must possess leadership skills to survive.

- James March's Views on Organizations as Political Coalitions.

- Maslow's Hierarchy of Needs Theory.

CLIMATE

1. Sensitivity

- Halpin & Crofts findings of the Organizational Climate Description Questionaire (OCDQ) research

- Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly", to try to do a little something extra for them in human terms (Research-Halpin and Croft/Lipham and Hoeh, p. 90).

- The Organizational Climate Description Questionaire is of great use in determing the degree of the administrator's sensitive feelings.

- Hoy and Hartley - The openness of a school's climate and its emotional tone are related in predictable ways. The more open the school's climate, the less the sense of student alienation.

- Interaction-Influence System (Likert).

- In "Bureaucratic Structure Interpersonal Climate, and Student Achievement," John Stewart found that "how students and educators reward each other, interact, spend their time and pursue common objectives influences performance on achievement tests.

- Perceptions play a large role in assessing climate. E.C. Caprielian found that subordinates of less effective superintendents described them as using participative management less than the superintendents described themselves.

- Donald Willower and Ronald Jones in "When Pupil Control Becomes an Institutional Theme" studied the pressure placed on young teachers by older faculty members. This usually occurred in the faculty lounge where the new teachers were "sized up" by their colleagues, and were informed about "acceptable" discipline procedures.

- The legitimate executive function performed by a human resource developer is creating an environment in which the total resources of the department are utilized (Sergiovanni).

- Murray, Need Press

- Lewin, Person-Environment Interaction B=f(P,E).

- Moos, classroom/organizational climate that facilitates academic achievement.

2. Leadership

- Studies by Hoy and students showed that the principals have an important role in the development of climate conducive to student commitment and sense of power.

- Likert - The closer the profile of a school approaches the participative, the greater the likelihood of superior perfromance.

- Managerial Grid (Blake and Mouton)

- 3-D Leadership Theory (Reddin).

- Normative Contingency Theory (Vroom-Yetton).

- Andrew Halpin and Don Croft's OCDQ places great emphsis on the principals role in establishing the school's climate. The principal leads through example providing both structure and consideration.

- Rensis Likert developed a managerial system based on supervisor/subordinate relationships. His organizational types are: Exploitive-Authoritative, Benevolent-Authoritative, Consultative and Participative.

- Likert also developed the Profile of Organization Characteristics (POC) Measure which indicated that students and teachers are most satisfied with participatory schools and least satisfied with authoritarian ones.

- Assess and know your personal leadership style (p. 194, Sergiovanni).

- Part of the Human Resource Model states to utilize subordinates and colleagues to contribute to the environment (Sergiovanni).

- The behavior of the school executive involves the task of creating a school environment in which all personnel can contribute their full range of talent to the accopplishment of school goals (p. 222-223, Sergiovanni).

- Likert, Linking-Pin Model.

- Likert, Interaction-Influence System.

3. Organizational

- The organizational climate is largely influenced by the management platform or philosophy of the school executive (Hoy and Miskel)

- Discussion on open or closed climate. Climate portrays schools as lying along a continuum of participative to exploitive-authoritative climate and control over students from humanistic to custodial (Likert)

- Hoy and Miskel - Clinical and growth-centered strategies for changing school climate require comprehensive, long range planning.

- Halpin & Croft, OCDQ.

- Likert, POS.

- Stern & Steinhoff, OCI.

4. Oral Communications

- Organizational Climate Description Questionnaire (OCDQ) research. One of the findings of OCDQ research is the necessity of all kinds of communication.

- Openness Index=Thrust Score+Esprit Score - Disengagement Score.

- Perceived behaviors is important to climate assessment. The principal may be trying to emphasize "consideration" but the teacher does not hear or see this behavior. So it does not exist to this teacher. (Robert Owens, Organizational Behavior in Schools).

- In The Silent Language by Edward T. Hall and Eric Berne's Games People Play the fact is emphasized that communication is through actions as well as words.

- Andrew Halpin classified a behavior, spray-gun consideration, that the principal uses at P.T.A. meetings and social events. This is not the same behavior exhibited during the school day.

SOCIAL SYSTEMS

1. Sensitivity

- Theory Y - (McGregor)

- Miskel & Hoy - "The process that socially organizes human behavior... structure of social relations & culture.

- Blau & Scott - Major Aspects of Social Organizations - Miskel & Hoy, p. 52

- Getzels - The Getzels/Guba model provides a useful way of conceptualizing organizational behavior as a function of the interaction between the demands of organizational requirements and the needs dispositions of individuals in the organization.

- Social systems are peopled. People act in the roles of administrators, teachers, students, custodians and so forth (Hoy and Miskel).

- Recognize the proportion of role and personality factors determining behavior that will vary with the specific system, the specific role, and the specific personality involved (Getzels, p. 106).

- Getzels' model provides a useful way of conceptualizing organizational behavior as a function of the interaction between the organizational requirements and the needs dispositions of individuals in the organization (Owens, p. 83).

- Getzels, Conflict & Role Behavior. The conflict model can help the organization to understand the needs of the participants and the effect conflict will have on the organization.

- Griffiths, System, Suprasystem, and Subsystem

2. Range of Interests

- Role Expectations Communications (Miskel).

- Blau & Scott - Major Aspects of Social Organizations

- Miskel & Hoy - 8 Basic Assumptions Relative to Social Systems

- The ability to participate actively in various events enhances a social system where the atmosphere is one of genuine interest and concern (Miskel)

- Since schools are open systems that interact with their environments the administrator but also be able to interact with the organizations environment which includes the social and physical. The entire community is included in the school's suprasystem. (Robert Owens, Organizational Behavior in Schools.

- Getzels & Guba, Role Expectation

- Janowitz & Delaney, Study of Informational Perspectives

- Linear Model, Input-Output Concept

3. Organizational

- Social System Model - (Getzels and Guba), Open-Close Social System - (Halpin and Croft), Conflict and Role Behavior - (Getzel)

- Major Aspects of Social Organizations by Blau & Scott

- Since interactions in the informal organization are neither impersonal nor dominated by organizational authority, they furnish opportunities for the individual to maintain his or her personality against the attempts of the bureaucratic organization to submerge, if not destroy it (Theorist-Bernard/ Miskel and Hoy, p. 64).

- Schools are "open" systems that interact with their environments. Schools are characterized by an input-output relationship with its environment. Samuel Griffins.

- Schools have bureaucratic expectations (rules, regulations, policies) this is an institutional element of the school as a formal organization. (Max Abbott)

- Social Systems are structured and to some degree bureaucratic, difference components are needed to carry out specific functions and allocate resources. (Miskel)

- Getzels, Operational Model of Major Dimensions of Social Behavior

4. Leadership

- Intervention with School Social System: A Behavioral-System Approach. School Psychology Review. V. 10, p. 499-508 Fall 1981.

- Getzels - Differences among the various subpublics in the culture in which the institution is embedded, and differences between educators and man educators, have a direct bearing upon the functional problems facing the administrator -- problems not only of institutional purposes but also of operational policies, programs, personnel, plant, and provision for financial support.

- The three types of leadership, nomothetic, idiographic and transactional are abstracts that will not be found in pure form. The distinction is a useful one that can be applied in analysis of the social system of a school (Getzels and Guba).

GROUP ANALYSIS

1. Sensitivity

- Be aware of group dynamics and use situational leadership based on group member characteristics as illustrated by Hersey and Blanchard.

- "A group follows the same psychological laws as a person..." (Schutz).

- "A group is always working on agenda at two levels--the explicit or stated agenda and the hidden agenda" (Newell).

- Getzels - The unique task of the administrator is to integrate the expectations of the institution and the dispositions of individuals in a way that is once organizationally fruitful and individually satisfying.

- Hollister - Five stages of group formation

- Bales - Interaction Process Analysis

- Flanders Interaction Analysis

- Theory X and Y - (McGregor)

- Hollister, Dependency through Interdependency

- Schultz, FIRO Theory

- Bion, Theory of Groups (rational and nonrational)

2. Leadership

- Groups differ from one another in ways that are describable in terms of specific characteristics, such as size, homogeneity, flexibility, and stability; these characteristics are called group dimensions (Research-Hemphill and Owens, p. 147).

- Bion - Dependency, Flight-Flight, Pairing

- Managerial Grid - (Blake and Mouton) 3-D Leadership Theory - (Reddin) Normative Contingency Theory - (Vroom-Yetton)

- When group members meet, the first stage is Dependency. The group wants a leader who will provide answers to their individual problems and a plan of work for the group. Hollister's Formulation

- "Leader Decision" and "Leader Proposal" are two concepts in Methods of Group Decision-making. They both include a pivotal role for the leader of the group (Newell).

- "Group effectiveness is a joint function of the leader's style and the situation's favorableness. Group performance is contingent upon leader's motivations and upon the leader's control of and influences in the situation." Fiedler's Contingency Model.

- Benne & Sheats, Needs of the Group

- Hemphill, Group Dimensions

- Moreno, Sociometric Assessment

3. Oral Communications

- The knowledge of communication patterns in group structure is essential in understanding group analysis theory (Newell).

- Bavelas - Five Communication Patterns
    - all channel
    - circle
    - chain
    - wheel
    - arrow

- Group Dimensions - (Hemphill).

- Bales, Interaction Process Analysis

- Flander, Interaction Analysis (teacher talk and student talk).

- Sherif, Conformity

ROLE ANALYSIS

1. Leadership

- Managerial Grid - (Blake and Mouton) 3-D Leadership Theory - (Reddin) Normative Contingency Theory - (Vroom-Yetton)

- The results of research concerning conflict within groups suggest immediately to the perceptive principal that he must become increasingly alert to individual, subgroup, and collective differences in expectations held by a group for his leadership (Theorist-Lipham and Hoeh, p. 144)

- Hershey and Blanchard - Situational leadership - The style of the leader is a combination of relationship behavior and task behavior and depends on the maturity of the followers.

- Three roles: taskmaster, sympathizer, calculator (Sergiovanni)

- Sergiovanni - Human Resources Developer Model

- R. Carlson - Placebound & Careerbound Administrators

- The role of a principal is the coordination of a complexity of roles (Newell)

- Be aware of role conflict in its many shapes and forms. Example: discrepancies between professional and bureaucratic orientations (Table 61, Hoy, p. 112). Also, types of role conflict as explained by Newell, Sergiovanni and Lipham and Hoeh.

- Fiedler, LOC Scale

- Blau & Scott, Zone of Indifference

- Bidwell, teacher satisfaction related to teacher expectation of administrative behavior

2. Sensitivity

- "Most school personnel with whom the school executive interacts share common needs for belonging and respect..." (Miles).

- Miles, The Human Resource Developer: A Model for Role Performance- attention to personal needs and interests of people, ability to set climate for growth and development, and ability to utilize subordinates and colleagues to contribute to the environment.

- The weight of evidence...suggest that there is a consistent pattern of conflict between teachers and administrators over the control of work, and that professionalization is a militant process (Theorist-Corwin/Miskel and Hoy, p. 110).

- McGregor's Theory X and Y

- Getzels, Lipham, Campbell- Role Expectations

- Merton, Katz, Kahn, Role set.

- The administrator is subject to the expectations for behaviors held by others in the organization. These members have different needs that they expect the administrator's role to fulfill (Getzels-Guba Model).

- Expectations are held for a person's relational behavior when that person functions in a particular position (Sergiovanni).

- A set expectations are applied to an incumbent of a particular position. (Clarence Newell, Human Behavior in Educational Administration.)

- Gross, Mason, McEachern, Role Conflict

- Kahn & Katz, Role Ambiguity

- Getzels & Guba, Role Expectation

3. Organizational

- Getzels, Lipham, and Campbell's Definition of Role.

4. Personal Motivation

- Hygiene (Herzberg) . Prepotency (Maslow)

- Effective administrators are goal-oriented. (Joan Mazzaulla "Portrait of a leader").

- Richard Carlson identifies two types of school administrators relative to their behavior pattern placebound Superintendents and Careerbound Superintendents.

- The leader must assume essential roles in a group. Part of the leader's responsibility is to stage an environment in a group where group task roles can be developed. (Kenneth Berne and Paul Sheats).

- McGregor, Theories X and Y

- Benne & Sheats, groups have three types of roles

- Herzberg, Hygiene Factors

CONTINGENCY THEORY

1. Leadership

- A Reappraisal of Leadership Theory and Training. Personnel Administrator v. 26, p. 75 Nov. 1981.

- House's Path Goal Theory

- Fiedler - The appropriate leadership sytle for effective goal achievement is a function of leader-member relations, task structure, and leader-position power.

- Leadership does not, indeed cannot, result merely from the individual traits of leaders; it must also involve attributes of the transactions between those who lead and those who follow...Leadership is, then, some sort of social action (Theorists-Merton/Niskel and Carter, p. 223).

- Use a participative leadership style (p. 65, Sergiovanni).

- Be aware of the unique needs and dispositions of organizational members (p. 67, Sergiovanni).

2. Organizational

- Talcott Parsons Three Levels of Responsibility & Control - technical, managerial, institutional.

- Woodward, relationship between technology and organizational management structure

- Rational Planning Models (PPBS, PERT, MBO, ZBB) - Sergiovanni.

- Fiedler, Contingency Theory

3. Judgement

- Decision Process Flow Chart (Vroom-Yetton).

- Sergiovanni, Since organizations are dynamic in terms of personnel, resources, climate, etc., the school executive must constantly observe and and intervene, making decisions about the organizational structure continually.

- "satisfactory solutions" or workable solutions H. Simon - "satisfice".

- The effective administrator learns that there is a significant difference between being in the groove and being in a rut. It is the difference between

holding the organization steady and holding it down (Theorist-Brown p. 18).

- Hersey and Blanchard, Situational Leadership Theory

- Vroom & Yetton, decision-process flow chart

4. Educational Values

- Fiedler's Contingency Model

- "A basic premise of this book is that decision-making can best be understood from the perspectives of preference theory rather than (from) rational theory" (Sergiovanni and Carver). Preferences flow from values.

- Sergiovanni - "One's belief system is the energy which ultimately drives any contingency theory.

- The most successful administrators are those whose personal values are those most in time with society's goals (p. 60, Sergiovanni).

- Schools have a cultural-normative rationality characterized by its collective valuing capacity (p. 75, Sergiovanni).

5. Problem Analysis

- Jane Woodward's Studies

- Analytical Planning - (Kaufman)

- Halal, situational variable theory

- Lawrence & Lorsch, internal subsystems response to environmental contingencies.

- Thomas, contingency approach to diagnosing conflict.

6. Decisiveness

- House's Path-Goal Theory

- A number of approaches to planning and decision-making are appropriate in educational settings-depending upon time, the nature of the problem, the distribution of ability, and the desirability of centralized and decentralized decision-making (Theorists-Sergiovanni and Carter, p. 311).

VALUES

1. Educational Values

- "Value of rewards" is an important concept in the Perter-Lawler model of motivation of work.

2. Sensitivity

- Barnard-zone of indiffernce
- Blau & Scott-authoritarianism and loyalty
- McGregor's X and Y theories.
- With Maslow's theory, the administrator must identify and understand the needs of their staff and use those needs for job effectiveness promotion.
- Maslow-Understanding of variation in personal goals and work values of teachers is important in motivation.
- ERG Theory - Alderfer
- Motivation - Hygiene Theory (Herzberg)
- Whereas closure seekers work hard to keep up in areas of specialization, responsibility seekers are willing to spend less time in keeping up but more time in developing interpersonal and organizational skills (Research-Hackman/Sergiovanni and Carter, p. 118).
- Be aware of job satisfiers and dissatisfiers (p. 103-110, Sergiovanni).
- Use the job enrichment strategy outlined in Sergiovanni to increase intrinsic motivation (p. 126-129).
- The idea of needs hierarchy and Robert White's concept of competence will increase one's sensitivity.
- Vroom-employees perception of high level of performance as personally satisfying; product of expectation, valence, and instrumentality.
- Locke- goal theory as a cognitive process.

- Heider's attrition theory-explains processes that people employ to make judgements about the causes of other people's behavior.

- Frederick Herzberg's Motivation Hygiene Theory proposes that sets of satisfiers and dissatisfiers are related to intrinsic matters derived from the work itself and extrinsic matters derived from the conditions of work. The satisfier set should be tapped to motivate above the minimum requirements.

- Thomas Sergiovanni and Francis Trusty have indicated that the goal for school executives should be growth from whatever level their staff is functioning. Growth opportunities will be rejected if readiness is not present.

3. Personal Motivation

- Maslow's Hierarchy of Needs

- Motivation is an intervening variable between human needs and behavior (Owens).

- Maintenance needs must be satisfied before motivation can come into play (Herzberg).

- Upward mobiles have a strong, positive orientation toward the system's values (Presthus).

- Even the most alienated or dissatisfied employee manages to find some things to yield satisfaction (Theorist-Krucker/Miskel and Carter, p. 172).

- White, Motivational Thrust of Desire for Competence (control).

- Herzberg, proactive and reactive needs.

- Hackman, Accomplishment Seekers and Responsibility Seekers.

4. Judgement

- The attribution theory of human motivation is a judgement about the cause of another's behavior (Miskel).

LEADERSHIP

1. Leadership

- The way individuals in leadership positions behave is related to effectiveness of performance of the group's goals (Theorist-Sergiovanni and Carter, p. 271).

- Getzels - With respect to disagreements within a reference group, there is a wide range of differences within the teacner group, regarding what they wanted from the principal as leader.

- Managerial Grid - (Blake and Mouton), 3-D Leadership Theory - (Reddin), Normative Contingency Theory - (Vroom-Yetton).

- Which approaches are suitable for what circumstances, and which approaches are effective for him.

- Leader effectiveness depends on the interaction of the leader and the group. The leader must develop leadership in the group members. Failure to direct and coordinate group activities is an abducation of responsibility (Sergiovanni).

- A National Principal Study indicated that these three criteria seem useful in judging the principal's effectiveness: staff morale, professional performance of teachers and pupil learning.

- The leader performs these essential functions, sets goals for the group, develops plans for achieving these goals and establishes support for the goals and the methods for achieving them. (Sergiovanni)

- The social and normative integration of group members including the ability to support, be an interaction facilitator, emphasize goals, and be a work facilitator (p. 224-225, Hoy).

- Group-member relations assessment (p. 276, Sergiovanni).

- Lewin, Lippitt, & White, Three Leadership Styles.

- Zander & Cartwright, Two Dimensions of Leadership (achievement and maintenance).

- Katz, Dimensions of Leadership.

- Friedler, Contingency Model.

2. Organizational

- Path of Goal Theory (Locke).

- Amitai Etzioni - goal model - official goals, operative goals, operational goals.

- John Campbell's organizational effectiveness indicatiors.

- "(Leadership is) the initiation of a new structure or procedure for accomplishing an organization's goals and objectives" (Lipham).

- House - Path Goal Theory -- A Contingency Approach to Leadership -- Effective leaders influence subordinates' perceptions of work goals, personal goals, and paths to goal attainment.

3. Sensitivity

- Stern & Steinhoft - need-press model typology of organizational climate.

- Clayton Alderfer's existence, relatedness, growth theory (ERG)-process of need satisfaction

- Herzberg's two factor theory of work motivation.

- Lepham - The administrator is concerned with fostering social behavior that is institutionally productive and effective and, at the same time, individually efficient and rewarding.

- Realizing the "zone of acceptance" among workers. Research showed that the widest zone of acceptance appeared within schools where the principal initiated structure and showed consideration (p. 231, Hoy).

- Needs of the individual is a ideographic leadership stlye (p. 275, Sergiovanni) and other styles are described.

4. Oral Communications

- Lewis - definition of communication.

- Upward Flow - (Janowitz and Delaney).

- Downward Flow - (Katz and Kahn).

- Horizontal Flow - (Wesson).

- Frequency of Communication - (W.W. Chartes).

- Initiating structure items such as making attitudes known, lets staff know what is expected of them, and see to it that staff work is co-ordinated (p. 227, Hoy).

- Also, supported by LBDQ-XII which are items assessing initiating structure behavior (p. 272-273, Sergiovanni).

- Charters, Frequency of Communication.

- Katz & Kahn, 5 types of downward communication.

- Allport & Postman, Effect of Rumors.

5. Personal Motivation

- Maslow's hierarchial levels.

- Clayton Alderfer's existence, relatedness, growth theory (ERG)- process of need satisfaction.

- Herzberg's two factor theory of work motivation.

- Douglas McGregor's Theory Y assumptions indicate that a person will find work satisfying and will exercise self-direction and self-control toward organizational goals.

- Maslow's Hierarchy of Needs states that an individual has a need to work at top potential and to achieve.

- Fielder's Contingency Model states that leadership style is determined by the motivations of the leader. The leader seeks to satisfy personal needs as well as organizational goals (p. 235-342, Hoy).

6. Decisiveness

- Bowers & Seashore - four dimensions of leadership.

- The ability to exercise decisiveness is sharpened by understanding the five bases of social power (French and Raven).

- Although school executives and others seek solutions to problems which are best, they settle for solutions which are satisfactory. It would be nice indeed to have the best needle in a haystack, but any needle that works will do. (Theorists-Sergiovanni and Carter, p. 9).

ORGANIZATIONAL

1. Organizational

- Hage's Axiomatic Theory

- Campbell and others included thirty variables which have been proposed as indices of organizational effectiveness, including productivity, efficiency, profit, quality, control, flexibility/adaptions, planning, and goal setting, managerial task skills, and achievement emphasis.

- MacKay's report, Should Schools be Bureaucratic, suggests that a bureaucratic organization and authoritarian leadership led to reduced school performance.

- Cosmopolitans are low on loyalty to the employing organization, high on commitment to specialized role skills and likely to use an outer reference group orientations; locals are high on loyalty to the employing organization, low on commitment to specialized role skills, and likely to use an inner-reference group orientation (Research-Merton/Lipham and Hoeh, p. 103).

- The administrator has the authority base, both formal and functional, to effect goal achievement (Robert L. Peabody). The formal is legal and positional and the functional involves the human factors, such as the leader's competence and personal characteristics or charisma.

- Geoffrey Asherwood in "The Principal and his Authority: An Empirical Study" found significant positive relationships between teacher's loyalty to the principal and teachers job satisfaction and the use of informal authority.

- When the executive is competent, subordinates are less likely to question the position or legitimate authority of the executive (Peabody's Formulation).

- It is the school executive's responsibility to arrange for structural dimensions in light of internal assumptions, the motivations of those in his school, the effects of varying structure in the functions of the school (p. 171, Sergiovanni).

- Use a plan. Example: MBO, PERT or PPBS (p. 110, Newell). These ideas are also expressed in the book School Business Administration: A Planning Approach by Candoli and others. You should do regional planning but also long-range and short-range planning because the system and its make-up are so dynamic.

- MacFarland, Organizational Pyramid.

- Corwin, Bureaucratic-Professional Conflict.

- Newell, Shaw, Simon-the principal of subgoal reduction.

- Weber- theory and characteristics of the bureaucracy (hierarchy, technical, rules, renumerative, impersonal).

2. Leadership

- Guba - A=F (R+P) Authority = function of role delegated and person achieved.

- Peabody - 4 based typology: legitimate, position, competence, person.

- French & Raven - 5 types power (reward, coercive, legitimate, referent, expert).

- Hage's Axiomatic Theory of Organization.

- Managerial Grid - (Blake and Mouton), 3-D Leadership Theory (Reddin), Normative Contingency Theory - (Vroom-Yetton).

- Role theory is helpful for administrators to enhance their leadership skills, one of which is to avoid/resolve role conflicts (Getzels, Sarbin and Allen, Bennis, others).

- According to Weber's theory, organizational authority is allocated to and through delegated offices which also have specified functions. The organizational chart outlines the hierarchical authority.

- Talcott & Parsons - multiple operative goals for organizations adaptation, goal achievement, integration, and latency.

- Steers - adaptibility, flexibility, and innovation link the ability of organizations to modify their operating procedures with the internal and external forces that induce change.

- Miskel - leadership traits and situation factors related to the level of innovation efforts in schools.

- The school executive should recognize the interdependence of technical, human and conceptual skills at all hierarchial levels of the organization Robert Katz, "Skills of an Effective Administrator."

- In "Problems in the Measurement of Organizational Effectiveness," Richard Sters defined adaptability as the ability to sense forces of change and to introduce new policies and practices to meet emergent demands. Along with flexibility and innovation, adaptability is most used as a criteria for orgainzational effectiveness.

- Cecil Miskel defined innovative effort as the number of new programs introduced or maintained to improve the organizational functioning of the school. He relates principal leadership traits and situation factors to this concept.

- Peabody, Formal and Functional Authority.

- Weber, theoretical analysis of power, authority, and persuasion & types of authority.

- Moser, "Man in the Middle"; "Human Link".

3. Written Communication

- A technical skill but of vital necessity in the organizational bureaucracy (p. 173, Sergiovanni).

- Selection of officeholders on the basis of technical qualifications is a distinctive characteristic of a bureaucracy (p. 165, Sergiovanni).

- The Gouldner model suggests that an intentional result of the use of rules is to reduce the visibility of power relations. School executives use policies, rules and procedures to increase control over events and the reliability of behavior.

- Goal Model of Organizational Effectiveness - Communication of organizational goals -- official, operative, and operational -- is crucial.

- Thayer - organizational communication primary functions informing someone, instructing someone, or evaluating, influencing.

- March & Simon - capacity of an organization to maintain a complex, highly interdependent pattern of activity is limited by instability to handle communication required for co-ordination.

- Druckers - postulate that communication systems will be more technologically sophisticated.

4. Problem Analysis

- Gulick, POSDCoRB

- Taylor, Principles of Scientific Management.

- Analytical Planning - (Kaufman).

5. Decisiveness

- The organizational structure is ever changing and needs observation. The watchmaker theory emphasizes that when intervention is needed it is the school executive's duty to act (p. 180, Sergiovanni).

- Although production and efficiency are the foremost organizational ends of the school executive's responsibility, adaptiveness and job satisfaction for employees are the latter two in priority according to Hage's formula (p. 172, Sergiovanni).

- Generic decisions arise from established principles, policies, or rules... A unique decision may arise when principal and staff work to resolve a curricular issue where there are no established guidelines (Theorist-Drucker/ Miskel and Hoy, p. 271).

MOTIVATION

1. Leadership

- Maslow's Theory and Hierarchy of Needs
- The Management by Objectives Theory refers to the process by which administrators and teachers jointly define their goals in terms of expected outcomes.
- Managerial Grid (Blake and Mouton), 3-D Leadership Theory (Reddin), Normative Contingency Theory (Vroom-Yetton)
- Hershey & Blanchard - Situational Leadership
- MBO - Management by Objectives
- McGregor - Theory X and Theory Y
- Sergiovanni - School administrators need to find out at what levels teachers are on Maslow's needs hierarchy. Knowing the levels of prepotency of individual teachers is important to motivating teachers to perform effectively.
- Teacher satisfaction depends upon teacher expertations of how administrators should behave and the extent to which these expectations were fulfilled (Research-Bidwell/Sergiovanni and Carter, p. 102).
- Maslow needs hierarchy theory has become a key concept to the study of human motivation.
- Decentralized decision-making or participative decision-making accords greater responsibility for important work to more personnel and thereby increases motivation (Table 4.1, p. 72, Sergiovanni).
- In reference to superordinate leadership, it is done best when in an advisory capacity rather than ordered (p. 72, Sergiovanni).
- The understanding of theory x - theory y and third force psychology will help a leader to develop an approach which will be effective.
- Halpin & Croft
- Rensis Likert - authoritative to participative climate. Participation positively associated with effectiveness, excellence, and satisfaction.
- Willower, Eidel, & Hoy - pupil control ideology
- Fiedler, LPC Scale
- Alderfer, ERG Theory
- Maslow, Needs Hierarchy and prepotency

- Andrew Halpin used the LBDQ to assess the leader's ability to get the task completed and the relationship between the leader and the members of the staff.

- Paul Hershey and Kenneth Blanchard developed a situational leadership theory where the leader must assess the maturity level of the group before the leader chooses a style.

- William Reddin added effectiveness in his model as a component of matching style with situation variables, styles of others and organizational traditions.

2. Sensitivity

- Barnard -zone of indifference

- Blau & Scott - authoritarianism and loyalty

- Nonauthoritarianism - emotional detachment and hierarchial influence seem conducive at growth of teacher loyalty

- McGregor's X and Y theories

- With Maslow's theory, the administrator must identify and understand the needs of their staff and use those needs for job effectiveness promotion.

- McGregor's Theory

- Maslow - Needs Hierarchy

- ERG Theory - Alderfer

- Motivation - Hygiene Theory - Herzberg

- Maslow - Understanding of variation in personal goals and work values of teachers is important in motivation.

- Whereas closure seekers work hard to keep up in areas of specialization, responsibility seekers are willing to spend less time in keeping up but more time in developing interpersonal and organizational skills (Research-Hackman/Sergiovanni and Carter, p. 118).

- An awareness of human needs can facilitate an administrator's success. Example: Maslow's Hierarchy of Needs (p. 83-100, Sergiovanni).

- Be aware of job satisfiers and dissatisfiers (p. 103-110, Sergiovanni).

- Use the job enrichment strategy outlined in Sergiovanni to increase intrinsic motivation (p. 126-129).

- The idea of needs hierarchy and Robert White's concept of competence will increase one's sensitivity.

- Vroom - employees perception of high level of performance as personally satisfying; product of expectation, valence, and instrumentality

- Locke - goal theory as a cognitive process

- Heider's attrition theory - explains processes that people employ to make judgements about the causes of other people's behavior

- A study of Abraham Maslow's hierarchy of needs provides a framework of basic and highest level needs of individuals.

- Frederick Herzberg's Motivation Hygiene Theory proposes that sets of satisfiers and dissatisfiers are related to intrinsic matters derived from the work itself and extrinsic matters derived from the conditions of work. The satisfier set should be tapped to motivate above the minimum requirements.

- Thomas Sergiovanni and Francis Trusty have indicated that the goal for school executives should be growth from whatever level their staff is functioning. Growth opportunities will be rejected if readiness is not present.

3. Oral Communication

- Theory of Human Motivation

- Downward Communication - (Katz and Kahn)
  Upward Flow - (Janowitz and Delaney)

- Vroom - Expectancy Theory

- Locke - Goal Theory

- Frasher & Frasher - Attribution Theory

- Drucker - Communicating organizational and personal goals is crucial to task achievement.

- A study of the formal and informal organizational theory of communication would help with verbal communication.

- The proportion of personnel at one level who can interact with the personnel at other levels increases motivation (p. 72, Sergiovanni).

- On p. 127, this is called "social interaction" (Sergiovanni).

- Knowledge of results - "feedback" is essential for job satisfaction (p. 127, Sergiovanni).

- Miskel states that "opinion change" is greater in face-to-face interactions. This is essential to lead a group.

- The effectiveness of the message depends on the perception of the senders credibility by the receiver. (Willard Lane, Ronald Corwin and William Monabern)

- "Grapevines" are formed by small groups because of a need for communication. This may be the reason for some group formation. (Joseph Litterer)

4. Personal Motivation

- Maslow's Hierarchy of Needs
- Motivation is an intervening variable between human needs and behavior (Owens).
- Maintenance needs must be satisfied before motivation can come into play (Herzberg).
- Upward mobiles have a strong, positive orientation toward the system's values (Presthus).
- Even the most alienated or dissatisfied employee manages to find some things to yield satisfaction (Theorist-Drucker/Miskel and Carter, p. 172).
- White, Motivational Thrust of Desire for Competence (control)
- Herzberg, proactive and reactive needs
- Hackman, Accomplishment Seekers and Responsibility Seekers

COMMUNICATION

1. Oral Communications

- The Formal and Informal Organizational Theories of Communication.

- Sociopsychological Theory.

- Formal - Informal Theory.

- Interpersonal communication always has an enormous advantage over organizational communication in achieving accuracy, because in a face-to-face situation individuals can easily ask each other whether the message is clear and the meaning accurate (Sociopsychogical Theory-Miskel and Hoy, p. 301).

- Hoy and Miskel - Sociopsychological model - Communication skills, knowledge of subject, and personality factors (attitudes, values, interests, motivational needs) combine to limit what is encoded and the quality of the message.

- The role that trust and confidence of the receiver plays in how effective the message will be. (Foundations of Educational Administration, page 72). Another important point is the role non-verbal communication plays.

- Verbal communication can be especially effective in two situations: for administering reprimands and settling disputes. (Dale A. Level, Jr., "Communication Effectiveness: Method and Situation").

- Level also states that opinion change is more likely to happen in face-to-face interactions. After the combination of written and oral communication, the next most successful method is verbal.

- "Grapevines" exist in all organizations. The members of the groups or cliques communicate easily and successfully. They grasp and understanding of issues very quickly. (Joseph A. Litterer: Organizations: Structure and Behavior).

- The sender's level of credibility influences the reactions of the receiver (p. 294, Hoy).

- Non-verbal communication is a powerful message sender (Lipham, and Franke in Hoy, p. 299-300). Much research found on administrative non-verbal behavior.

- Be aware of the informal flow of information (p. 304, Hoy).

- Research of Bridges and Halliman showed that high levels of group cohesion and two-way communication produced greater accuracy (p. 308, Hoy).

- Knowledge of results provides a person with a perceived probability estimate that his efforst lead to accomplishment, and this too is related to quality performance (p. 128, Figure 7-1, Sergiovanni).

2. Written Communication

- Sociopsychological Model of Two-Way Communication (Communications Loop)
- Patterns of Communication
- Sociometry
- Downs & Hazen - Communication Satisfaction Survey (CSS)
- Written communication has many limitations. Coordination through written information often fails, thus it should be frequently followed up with face to face communication. The guidelines presented by Miskel on pages 311-312 of the text would help improve both oral and written communication.
- Understanding is greater when communication is attempted in written form. (Dale A. Level)
- Written communication can be effective when the message is general or when it requires future action. (Dale A. Level)
- Written communication with a command purpose seems more effective than one with an inform purpose. (Miskel)
- Formal communication should (1) follow channels, (2) carry to all members of the organization involved, (3) be direct and short as possible, and (4) authenticated by sender (p. 302, Hoy).
- Katz & Kahn, Downward Communication
- Janowitz & Delaney, Upward Flow of Communication
- Wesson, Horizontal Communication
- Upward Flow - (Janowitz and Delaney)
  Downward Flow - (Katz and Kahn)
  Horizontal Flow - (Wesson)
  Frequency of Communication - (W.W. Chartes)

3. Leadership

- Use of the Sociopsychological theory which considers an individual's personal and social context basic to the communication process.
- A leader can only be effective if he can get his point across. Understanding the sociopsychological model of two-way communication will improve a leader's ability to get his point across.
- Lipham & Franke, Promotional/Nonpromotional Principals
- Redfield, Typical Forms of Media for Issuing Instructions
- Derr, Conflict Management Strategies

4. Sensitivity

- Porter & Roberts - Hypothesis that tall organizations maximize communication difficulties across more than 2 levels and minimize difficulties between two levels of the organization.

- "Vital few vs. trivial many" - involvement lessens resistance.

- Murray-interaction between satisfaction and productivity.

- Definition of Communication - P. Lewis

- Sociopsychological Theory

- Downs & Hazen - Indicatiors of communication satisfaction include explanation of policies, advance notice of changes, freedom to make suggestions, recognition and expression of appreciation for good performance, and adequacy of information.

5. Organizational

- Stability in the communication patterns is related to the division of labor and physical proximity. Teachers in the same specialty and, to a lesser extent, those closer together form enduring communication networks. Three factors-level and size of school, specialization and proximity-affect the horizontal communication patterns in schools (Research-Chartes/ Miskel-Hoy, p. 310).

- In Administrative Behavior Herbert A. Simon states that some problems are considered communication breakdowns, but these problems are really organizational problems. Poor organization and closed climates may be the real difficulties not lack of communication.

- A feedback process, such as paraphrasings, perception checking and surveys, can assess the success ot the communication process. This increases the accuracy of communication David A. Nadler also found that feedback checks can influence the performance of the school.

- Downs and Hazen developed the CSS (Communication Satisfaction Survey) to measure employee perceptions of the organization's communication system.

6. Decisiviness

- Sociopsychological theory of communication

- Communication & satisfaction survey - Downs & Hazen

- Lipham Francke - non-verbal meaning in educational administration

- Conflict Management Strategies - (Derr)